

# **U.S. Department of Education**

**Washington, D.C. 20202-5335**



## **APPLICATION FOR GRANTS UNDER THE**

**PROMOTING RIGOROUS CAREER AND TECHNICAL EDUCATION PROGRAMS OF  
STUDY**

**CFDA # 84.051C**

**PR/Award # V051C100005**

OMB No. 1830-0568, Expiration Date: 05/31/2011

Closing Date: SEP 07, 2010

# **\*\*Table of Contents\*\***

## **Forms**

1. Application for Federal Assistance (SF-424)	e1
2. Standard Budget Sheet (ED 524)	e5
3. SF-424B - Assurances Non-Construction Programs	e7
4. Disclosure of Lobbying Activities	e9
5. ED 80-0013 Certification	e10
6. ED 80-0016 Certification	e11
7. 427 GEPA	e13
GEPA	e15
8. Dept of Education Supplemental Information for SF-424	e17

## **Narratives**

1. Project Narrative - (ABSTRACT...)	e18
Abstract	e19
2. Project Narrative - (ELIGIBILITY...)	e20
Eligibility	e21
3. Project Narrative - (COMPETITIVE PREFERENCE PRIORITY...)	e22
Competitive Preference	e23
4. Project Narrative - (SELECTION CRITERIA...)	e24
Selection Criteria	e25
5. Project Narrative - (RESUMES...)	e66
Resumes	e67
6. Project Narrative - (ADDITIONAL INFORMATION...)	e72
Letters of Commitment	e73
7. Budget Narrative - (BUDGET NARRATIVE...)	e79
Budget Narrative	e80

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

<b>Application for Federal Assistance SF-424</b>		Version 02
* 1. Type of Submission                      * 2. Type of Application: * If Revision, select appropriate letter(s): <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> New <input checked="" type="checkbox"/> Application <input type="checkbox"/> Continuation                      * Other (Specify) <input type="checkbox"/> Changed/Corrected Application <input type="checkbox"/> Revision		
* 3. Date Received: 9/7/2010		4. Applicant Identifier:
5a. Federal Entity Identifier:		* 5b. Federal Award Identifier: NA
<b>State Use Only:</b>		
6. Date Received by State:    8/24/2010		7. State Application Identifier:    SAI#UTG100824-040
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name:    Utah State Board of Education		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 876000054		* c. Organizational DUNS: 029999372
<b>d. Address:</b>		
* Street1:		250 East 500 South
Street2:		P.O. Box 144200
* City:		Salt Lake City
County:		Salt Lake
State:		UT
Province:		
* Country:		USA
* Zip / Postal Code:		84114
<b>e. Organizational Unit:</b>		
Department Name:		Division Name:
Career and Technical Education		
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix:		Mr.                      * First Name:                      Craig
Middle Name:		

\* Last Name: Stoker

Suffix:

Title: Career and Technical Education Coordinator

Organizational Affiliation:

\* Telephone Number: (801)538-7738

Fax Number: (801)538-7868

\* Email: CRAIG.STOKER@SCHOOLS.UTAH.GOV

**Application for Federal Assistance SF-424**

Version 02

**9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.051C

CFDA Title:

Promoting Rigorous Career and Technical Education Programs of Study

**\* 12. Funding Opportunity Number:**

080610-001

Title:

Promoting Rigorous Career and Technical Education Programs of Study

**13. Competition Identification Number:**

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

**\* 15. Descriptive Title of Applicant's Project:**

Promoting Rigorous Career and Technical Education Programs of Study in Health Science Education

Attach supporting documents as specified in agency instructions.

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\* a. Applicant: UT-003

\* b. Program/Project: UT-all

Attach an additional list of Program/Project Congressional Districts if needed.

**Attachment:**

Title :

File :

**17. Proposed Project:**

\* a. Start Date: 10/1/2010

\* b. End Date: 9/30/2014

**18. Estimated Funding (\$):**

a. Federal	\$ 250000
b. Applicant	\$
c. State	\$
d. Local	\$
e. Other	\$ 75000
f. Program Income	\$ 0
g. TOTAL	\$ 325000

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .

☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☐ c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

☐ Yes ☒ No

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

**☒ \*\* I AGREE**

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix: Mr. \* First Name: Craig

Middle Name:

\* Last Name: Stoker

Suffix:

Title: Career and Technical Education Coordinator

\* Telephone Number: (801)538-7738 Fax Number: (801)538-7868

\* Email: CRAIG.STOKER@SCHOOLS.UTAH.GOV

\* Signature of Authorized Representative:

\* Date Signed:

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



**U.S. DEPARTMENT OF EDUCATION**

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
Utah State Board of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY**

**U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 30,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 30,000
2. Fringe Benefits	\$ 4,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 4,000
3. Travel	\$ 30,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 30,000
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 8,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 8,000
6. Contractual	\$ 75,115	\$ 0	\$ 0	\$ 0	\$ 0	\$ 75,115
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 16,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 16,000
9. Total Direct Costs (lines 1-8)	\$ 163,115	\$ 0	\$ 0	\$ 0	\$ 0	\$ 163,115
10. Indirect Costs*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 86,885	\$ 0	\$ 0	\$ 0	\$ 0	\$ 86,885
12. Total Costs (lines 9-11)	\$ 250,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 250,000

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2010 To: 6/30/2011 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify): \_\_\_\_\_ The Indirect Cost Rate is 9.3%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%

**U.S. DEPARTMENT OF EDUCATION****BUDGET INFORMATION****NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
Utah State Board of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY****NON-FEDERAL FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 49,802	\$ 0	\$ 0	\$ 0	\$ 0	\$ 49,802
2. Fringe Benefits	\$ 22,411	\$ 0	\$ 0	\$ 0	\$ 0	\$ 22,411
3. Travel	\$ 3,500	\$ 0	\$ 0	\$ 0	\$ 0	\$ 3,500
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 1,900	\$ 0	\$ 0	\$ 0	\$ 0	\$ 1,900
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 77,613	\$ 0	\$ 0	\$ 0	\$ 0	\$ 77,613
10. Indirect Costs	\$ 6,716	\$ 0	\$ 0	\$ 0	\$ 0	\$ 6,716
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 84,329	\$ 0	\$ 0	\$ 0	\$ 0	\$ 84,329



## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

<b>Signature of Authorized Certifying Representative:</b>
<b>Name of Authorized Certifying Representative:</b> Craig Stoker
<b>Title:</b> CTE Coordinator
<b>Date Submitted:</b> 09/02/2010

## Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

<b>1. Type of Federal Action:</b> <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	<b>2. Status of Federal Action:</b> <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0Quarter: 0 Date of Last Report:
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: UT Zip Code + 4: - <b>Congressional District, if known:</b>	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b> Name: Address: City: State: Zip Code + 4: - <b>Congressional District, if known:</b>	
<b>6. Federal Department/Agency:</b>	<b>7. Federal Program Name/Description:</b> CFDA Number, if applicable:	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known: \$0</b>	
<b>10. a. Name of Lobbying Registrant</b> (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Craig Stoker Title: CTE Coordinator Applicant: Utah State Board of Education Date: 09/02/2010	
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

## CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### APPLICANT'S ORGANIZATION

Utah State Board of Education

### PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. First Name: Craig Middle Name:

Last Name: Stoker Suffix:

Title: CTE Coordinator

Signature:

Date:

09/02/2010

ED 80-0013

03/04

## Certification of Eligibility for Federal Assistance in Certain Programs

I understand that 34 CFR 75.60, 75.61, and 75.62 require that I make specific certifications of eligibility to the U.S. Department of Education (ED) as a condition of applying for Federal funds in certain programs and that these requirements are in addition to any other eligibility requirements that ED imposes under program regulations. Under 34 CFR 75.60 – 75.62:

I. I certify that:

A. I do not owe a debt, or I am current in repaying a debt, or I am not in default (as that term is used at 34 CFR Part 668) on a debt:

1. To the Federal Government under a nonprocurement transaction (e.g., a previous loan, scholarship, grant, or cooperative agreement); or
2. For a fellowship, scholarship, stipend, discretionary grant, or loan in any program of ED that is subject to 34 CFR 75.60, 75.61, and 75.62, including:
  - Federal Pell Grant Program (20 U.S.C. 1070a, et seq.);
  - Federal Supplemental Educational Opportunity Grant (SEOG) Program (20 U.S.C. 1070(b), et seq.);
  - State Student Incentive Grant Program (SSIG) 20 U.S.C. 1070c, et seq.);
  - Federal Perkins Loan Program (20 U.S.C. 1087aa, et seq.);
  - Income Contingent Direct Loan Demonstration Project (20 U.S.C. 1087a, note);
  - Federal Stafford Loan Program, Federal Supplemental Loans for Students [SLS], Federal PLUS, or Federal Consolidation Loan Program (20 U.S.C. 1071, et seq.);
  - William D. Ford Federal Direct Loan Program (20 U.S.C. 1087a, et. seq.);
  - Cuban Student Loan Program (20 U.S.C. 2601, et. seq.);
  - Robert C. Byrd Honors Scholarship Program (20 U.S.C. 1070d-31, et seq.);
  - Jacob K. Javits Fellows Program (20 U.S.C. 1134h-1134l);
  - Patricia Roberts Harris Fellowship Program (20 U.S.C. 1134d-1134g);
  - Christa McAuliffe Fellowship Program (20 U.S.C. 1105-1105i);
  - Bilingual Education Fellowship Program (20 U.S.C. 3221-3262);
  - Rehabilitation Long-Term Training Program (29 U.S.C. 774(b));
  - Paul Douglas Teacher Scholarship Program (20 U.S.C. 1104, et seq.);
  - Law Enforcement Education Program (42 U.S.C. 3775);
  - Indian Fellowship Program (29 U.S.C. 774(b));
  - Teacher Quality Enhancement Grants Program (20 U.S.C. 1021, et seq.);

**OR**

B. I have made arrangements satisfactory to ED to repay a debt as described in A.1. or A.2. (above) on which I had not been current in repaying or on which I was in default (as that term is used in 34 CFR Part 668).

II. I certify also that I have not been declared by a judge, as a condition of sentencing under section 5301 of the Anti-Drug Abuse Act of 1988 (21 U.S.C. 862), ineligible to receive Federal assistance for the period of this requested funding.

I understand that providing a false certification to any of the statements above makes me liable for repayment to ED for funds received on the basis of this certification, for civil penalties, and for criminal prosecution under 18 U.S.C. 1001.

09/02/2010

(Signature)

(Date)

Craig Stoker

(Typed or Printed Name)

Name or number of the ED program under which this certification is being made:

**84.051C - Promoting Rigorous Career and Technical Education Programs of Study**

## Section 427 of GEPA

### NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

#### **To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

#### **What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

#### **What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### **Estimated Burden Statement for GEPA Requirements**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

**Attachment:**

Title : GEPA

File : C:\fakepath\POS\_GEPA.pdf



## GEPA

All project elements will recognize and address the diverse needs of individuals participating in the project development and implementation. The Utah State Office of Education (USOE) actively monitors civil rights compliance in accordance with the U.S. Department of Education and the Office for Civil Rights (OCR) regulations which prohibits:

- Discrimination on the basis of race, color, national origin, sex discrimination, disability, age or religion ([Title VI](#)).
- Discrimination on the specific basis of sex discrimination ([Title IX](#)).
- Discrimination on the basis of disability in any program or activity receiving federal financial assistance ([Section 504 of the Rehabilitation Act of 1973](#)).
- Equal employment opportunity (EEO) and fair employment practices ([Title VII](#)).

In addition, USOE is actively engaged in taking steps to overcome the barriers identified in Section 427 of GEPA through the following activities:

- Each public school child who is eligible for special education and related services has access to an Individualized Education Program (IEP). The IEP creates an opportunity for teachers, parents, and administrators, related services personnel, and students (when appropriate) to work together to improve educational results for children with disabilities.
- As part of every Career and Technical Education Program of Study, program approval standards include a requirement for providing equal access to all students, including nontraditional and special populations.

- As a recipient of federal education funds, USOE conducts Civil Rights (CR) reviews of schools within districts and of postsecondary institutions to ensure that schools and districts are providing access for all students to educational programs in compliance with federal Civil Rights statutes.

**SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS**

**1. Project Director:**

Prefix: \* First Name: Middle Name: \* Last Name: Suffix:  
Mr. Craig Stoker

Address:

\* Street1: 250 East 500 South  
Street2: P.O. Box 144200  
\* City: Salt Lake City  
County: Salt Lake  
\* State: UT\* Zip / Postal Code: 84114 \* Country: USA

\* Phone Number (give area code) Fax Number (give area code)  
(801)538-7738 (801)538-7868

Email Address:

CRAIG.STOKER@SCHOOLS.UTAH.GOV

**2. Applicant Experience**

Novice Applicant ☐ Yes ☐ No ☐ Not applicable

**3. Human Subjects Research**

Are any research activities involving human subjects planned at any time during the proposed project period?

☐ Yes ☒ No

Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

**Please attach an explanation Narrative:****Attachment:**

Title :

File :

# Project Narrative

## ABSTRACT

Attachment 1:

Title: **Abstract** Pages: **1** Uploaded File: **POS\_Abstract.pdf**

## **Abstract**

The Utah State Office of Education (USOE) in collaboration with the Utah System of Higher Education (USHE) is well positioned to develop a state and national model for Promoting Rigorous Career and Technical Education Programs of Study based on the Programs of Study Design Framework. Development and implementation of Utah High School to College and Career Pathways (POS), under the Perkins Act of 2006, established a base for each of the 10 framework components. However, additional work and additional funding is necessary to fully implement all components of the programs of study and to enable Utah to fully meet its vision for CTE Programs of Study. Utilizing selected partners in rural, suburban and urban areas of the State will assist not only these sites but the entire State of Utah in promoting and improving these rigorous CTE Programs of Study.

A model Health Science Program of Study, with all design framework components, will be the outcome of this project. Information published by the Utah Department of Workforce Services states, “Education and healthcare remain the strongest employment industry in Utah. Growth of 8,300 jobs over the past 12 months and a growth rate of 5.7 percent are probably overstated, yet this industry has grown throughout this economic downturn and is poised to remain an aggressive grower for years to come.”

Building on Utah’s current CTE Programs of Study will promote the development and implementation of a rigorous program of study model which meets the research data and dissemination requirements of the grant. Funding of this project will accelerate Utah’s goals for implementing programs of study and assist other states to meet their programs of study goals by further advancing our Health Science POS and paving the way for the advancement of all CTE High School to College and Career Pathways.

# Project Narrative

## ELIGIBILITY

Attachment 1:

Title: **Eligibility** Pages: **1** Uploaded File: **POS\_Eligibility.pdf**

## Eligibility

The general control and supervision of the public education system is vested in the Utah State Board of Education through Utah constitutional authority. Membership on the board is established through an electoral process as provided by state statute. The State Board of Education appoints a State Superintendent of Public Instruction who acts as the executive officer of the board.

# Project Narrative

## COMPETITIVE PREFERENCE PRIORITY

Attachment 1:

Title: **Competitive Preference** Pages: **1** Uploaded File: **POS\_Competitive\_Preference.pdf**



### *Competitive Preference*

The USOE proposes to contribute at least 30 percent of funds to the total cost of the project with an additional \$84,000 from non-grant sources. This includes \$17,675 from state appropriations for part of the salary, benefits, supplies, and travel of the State Health Science Specialist and the CTE Information specialist. Also included is \$66,654 from Perkins State Leadership funds for part of the salary, benefits, supplies, and travel of the project manager, CTE information specialist, and skill assessment specialist, and for additional instructor time to support new course development.

### Local Support

	Salary	Benefits	IC 9.3	Supplies	Travel	Total
Stoker 20% Perkins SL	\$10,474	\$4,713	\$1,412	\$500	\$1,500	\$18,599
Richens 10% Perkins SL	\$6,600	\$2,970	\$890	\$500	\$500	\$11,460
Longhurst 10% State	\$6,800	\$3,060	\$917	\$500	\$1,500	\$12,777
Thomas 10% State	\$2,964	\$1,334	\$400	\$200		\$4,898
Thomas 10% Perkins SL	\$2,964	\$1,334	\$400	\$200		\$4,898
Perkins SL Project to Support New Courses	\$20,000	\$9,000	\$2,697			\$31,697
Total	\$49,802	\$22,411	\$6,716	\$1,900	\$3,500	\$84,329

SL-Perkins State Leadership

State-State Appropriations

# Project Narrative

## SELECTION CRITERIA

Attachment 1:

Title: **Selection Criteria** Pages: **41** Uploaded File: **POS\_Selection\_Criteria.pdf**

## **Selection Criteria**

### *a. State capacity to implement a rigorous program of study.*

The State of Utah, building on its strong foundation and commitment with well-established partners, currently prepares students to join a skilled workforce in today's global economy by strengthening Career and Technical Education (CTE) Programs of Study (POS). Years ago, Utah embarked on a journey of instituting important educational changes that has since positioned the state to effectively implement relevant programs of study. As a result, Utah has established nationally recognized programs such as the Comprehensive Counseling and Guidance Program (CCGP), the individual Student Education Occupation Plan (SEOP), concurrent enrollment, regional CTE planning and Pathway/POS implementation, and CTE technical skill assessments. The focus of this grant will be to build upon the foundational components of Utah's capacity to promote and improve the development and implementation of rigorous CTE programs of study including:

Comprehensive Counseling and Guidance Program: The Utah Comprehensive Counseling and Guidance Program (CCGP) provides a primary vehicle for bringing students into the Programs of Study/Pathways initiative in Utah. CCGP revolutionizes career guidance activities within each school and has positioned school counselors as leaders in providing education and career planning information. Required by the Utah legislature since 1996, the Student Educational and Occupational Plan (SEOP) process facilitates the delivery of career and POS information to every student. Individual student planning as provided through the SEOP process has been a model for many other state initiatives, is consistent with the ASCA National Model for School Counseling Programs, and was strengthened by the Utah State Board of

Education in January 2009 with a requirement that every student have a 4 year and beyond plan in place by the end of grade 8.

UtahFutures: Utah's Career Information Delivery System, used with the Comprehensive Counseling and Guidance Program (CCGP), is designed to meet the education and career planning needs of all residents from elementary school through retirement. UtahFutures was developed through collaboration between public education, higher education and the Department of Workforce Services.

Career Pathways: Through CCGP and the SEOP process, students registering for ninth grade, identify a broad career cluster or area of study, consisting of a coherent sequence of courses, to pursue throughout high school. As students progress through high school the career pathways /program of study help students concentrate to a more focused area of emphasis.

Core Curriculum: Utah was one of the first states in the nation to launch a core curriculum, which provides high academic standards K-12. In August 2010, the Utah State Board of Education (USBE) adopted the Common Core which further ensures Utah students meeting the highest standards for college and career readiness. Current graduation requirements align with college and career readiness standards; adoption of the Common Core will further enhance this preparation. This grant will support a process to further define these standards within programs of study at the high school level.

CTE Planning Region Structure: The Health Science POS will build on Utah's strong collaboration efforts and the eight established regional CTE planning models. These eight regions have been established for 25 years and provide the structure of work for CTE entities as well as many other state agencies. Eight regional pathway coordinators funded through the Federal Perkins Reserve fund, work in conjunction with regional planning committees to outline

goals, objectives, and planned expenditures, reporting progress and annual goal completion for program of study implementation statewide. The initiative facilitates linkages between secondary and post-secondary education, creating applied and integrated curriculum, and extending support through comprehensive guidance, in order to provide opportunities for all students, professional development for educators and district leaders, and employer involvement on a more comprehensive basis.

Collaboration: Utah has high levels of collaboration with business and industry in public education and higher education. Employers are involved on advisory committees in each of the CTE programs and CTE program planning occurs with the Department of Workforce Services regional economists. Because of regional CTE planning committees, a strong link exists between secondary and postsecondary education programs.

Focus on High-Skill, High-Wage, and High-Demand Occupations: Through the Utah Department of Workforce Services, the Governor's Office of Economic Development, the Utah System of Higher Education and the Utah State Office of Education specific economic clusters have been identified to accelerate the growth in specific occupational areas focusing on high-skill, high-wage, and high-demand jobs. Collaborative efforts with all four agencies have resulted in shared vision, focus, and shared resources.

Articulation: Utah's Program of Study initiative relies on long present partnerships among Utah's education institutions through concurrent enrollment, or enrollment in postsecondary level classes that carry both high school and college credit. Last year, over 27,444 secondary and postsecondary students participated in CTE concurrent enrollment earning over 73,485 credit hours. On-going alignment processes eliminate duplication and assure courses in

the high school programs of study prepare students to succeed in the advanced postsecondary courses.

Professional Development and Awareness Activities: As the labor market changes, so must curriculum, teachers and administrators. Utah is committed to provide information and training to targeted teachers, counselors, administrators, parents and other partners. Annually over 2,500 CTE instructors receive staff development provided by USOE. The state has also launched extensive programs of study awareness activities for students, parents, educators and administrators.

CTE Skill Certification Exams: Utah's CTE Skill Certification program is a national model of technical skill attainment verification. Students take exams at the end of each course verifying skills based on rigorous standards. All 130 exams are available online and annually over 200,000 exams are administered.

Utah has selected Health Science as the area for the POS initiative. An analysis of national, state and local labor market data makes clear that health care continues to be an area of high-growth, high-demand and/or high-wage occupations. Nationally, of the 20 occupations the U. S. Bureau of Labor Statistics projects to grow the fastest during this decade, 10 are in health services. Utah's employment projections reflect a similar pattern, with the average annual growth rate for all health care occupations at 4 percent compared to the 2.8 percent average growth rate for all occupations in Utah. In fact, information from the Utah Department of Workforce Services confirms that health care is the one major industry Utah that continues to create additional job opportunities.

Utah's fastest growing health care occupations include (annual average growth rate 2006-2016): Home Health Aides (7.3%), Medical Assistants (5.9%), Physical Therapist Assistants

(5.4%), Dental Assistants (5.2%), Physical Therapist Aides (5.1%). Technical: Pharmacy Technicians (5.4%), Dental Hygienists (5.3%), and Veterinary Technicians (5%).

Utah's health care occupations with the most openings include (average annual openings 2006-2016): Nursing Aides/Orderlies (410), Home Health Aides (340), Medical Assistants (340), and Dental Assistants. Technical: Pharmacy Technicians (200), Licensed Practical/Vocational Nurses (140), Medical Records Technicians (130), and Dental Hygienists (100).

At the secondary level, Health Science was organized by the state into a program of study in 2007 with foundation courses, electives for focus in specialty areas, and a capstone (see paragraph *vi* below). Formal technical skill assessments are used to evaluate student progress as well as instruction that adheres to course standards and objectives (see paragraph *x* below). The secondary program links to postsecondary Health Science programs at most institutions across the state, and to specific institutions and programs by region through formal articulation agreements, including concurrent enrollment agreements where applicable. The following paragraphs address how the Health Science POS is built and sustained using the 10 Framework components and what is needed from this grant to improve this program to become a model for all other programs of study.

*i. Legislation and Policies*

The Utah State Board of Education, the eligible fiscal agent for the Carl Perkins funds, includes its state plan the provisions for the development and implementation of CTE Programs of Study. The plan covers funding, professional development, dedicated staff for regional programs of study, Pathway coordinators and the regional articulation structure for the State of Utah.

The Utah legislature provides separate funding for Career and Technical Education which is in addition to the regular weighted pupil unit. Utah State Board of Education (USBE) policy requires a unique program approval process for high schools to be eligible for these additional legislative funds. The program approval policy requires that each high school have at least one program of study in order to qualify for the state legislative funds. These policies are found at <http://www.rules.utah.gov/publicat/code/r277/r277-911.htm#T3>.

For over 25 years, the State of Utah has had a well established concurrent enrollment program, established through a partnership of higher education and public education. The State Board of Regents policy R165-1 and the Utah State Board of Education policy R277-713 along with State Legislative Statute 53A-15-101 guide this program. Last year, over 27,444 secondary and postsecondary students participated in CTE concurrent enrollment earning over 73,485 credit hours. Utah's Programs of Study initiative utilizes the well established legislation, funding and policies as the backbone of articulation agreements.

Utah's Comprehensive Guidance and Counseling Program, established in State Legislative Code (Section 53A-1a-106(2)(b) in 1993 and State Board of Education Rule R277-462) in 1990, has been a flagship program for the nation that requires every student to have a Student Education Occupation Plan (SEOP) The SEOP requires school counselors or other trained educators to work with students and parents or guardians to develop a written four year and beyond education and career plan by the end of grade 8, providing a strong foundation for Utah's Program of Study initiative.

In collaboration with the Utah State Office of Education and the System of Higher Education CTE has developed numerous print and web-based publications, websites—[www.UtahCTE.org](http://www.UtahCTE.org) (including Facebook and Twitter) and [www.UtahFutures.org](http://www.UtahFutures.org)—and videos.



These publications, websites, and videos are targeted to educators, parents, or students. Those products targeted to educators provide professional development information to assist them in adding focus and structure to the programs of study offered in their school in order to meet established standards and objectives set by the state. The result for students is better-defined education and occupation plans, expanded postsecondary opportunities, and increased confidence in career-related talents and skills. Those products targeted to parents and students provide essential information on high school to college and career pathways (or programs of study) information to assist program exploration, next-step planning, and postsecondary education pathway selection.

The Utah State Board of Education will adopt a newly proposed rule by April 2012; this policy will guide CTE college course opportunities for high school students and includes all provisions of meeting federal requirements of programs of study.

Through the State Perkins Executive Committee specific direction, procedures, and accountability have been provided for the design, implementation, and continuous improvement of each POS. The secondary part of the POS is established with state staff at the Utah State Office of Education, school district administrators and counselors in consultation with higher education partners. The Programs of Study in the secondary component include academic and CTE courses that meet the minimum high school graduation requirements plus courses which lead to the post-secondary part of the POS. USOE approves all secondary POS used by the school districts. Annually regional POS/Pathway Coordinators update the local POS based on the higher education POS and state framework provisions. There is also an annual process for approving concurrent enrollment courses which are part of the POS. If there is not a link from the secondary to postsecondary POS through concurrent enrollment the POS requires some other

articulation link. If new courses are added to a POS there is a process and a rubric for evaluating new courses and a state approval process. All secondary CTE courses in the POS have consistent standards and objectives and utilize the same technical skills assessment instrument. All Programs of Study are updated annually using an annual approval process and are posted to the Internet <http://www.schools.utah.gov/cte/pathways.html>.

The POS in Utah are available to all students through SEOP policies and processes for every student, including selecting a pathway with the opportunity to participate in POS for all interested secondary students. CTE courses are offered in all schools and concurrent enrollment is also available in all high schools. By policy, in order for school districts to receive the CTE add-on funding each high school must have a minimum of one POS. Utah's mature distance learning program also provides many POS learning opportunities to reach remote areas of the state. The Utah State Office of Education (USOE) has provided staff development, technical assistance, and public relations information to all school districts to ensure POS are available and accessed by interested students.

#### *ii. Partnerships*

In the State of Utah, there are well-established partnerships between public education higher education, and other state entities including, the Department of Workforce Services, the Governor's Office of Economic Development, business and industry that support the design and implementation of programs of study. Utah also has strong CTE partnerships in each of the established regions between public education and higher education. The state requires regional planning and collaboration with the CTE partners in each of those regions. Each region meets monthly with all partners to provide coordination in planning, implementing, and maintaining

programs of study. A key aspect of the regional CTE partners' role is developing articulation agreements between the secondary and postsecondary parts of the programs of study.

The K-16 Alliance was established in 2006 with representatives from the Utah System of Higher Education, Utah State Office of Education, the Governor's Office, and the Utah Legislature. The K-16 Alliance is co-chaired by the chairs of the State Board of Regents and the State Board of Education. Through its charter, the K-16 Alliance establishes working relationships and processes that minimize boundaries between K-12 and postsecondary programs. Additionally, the K-16 Alliance fosters a united perspective that enables students from secondary schools to transition easily to postsecondary institutions, ensuring these students are prepared for college work. This collaboration enhances the preparation of all students for college and careers here in the state.

The K-16 Alliance subcommittees are organized to facilitate the objectives of the participating organizations. The Workforce Sub-Committee is charged with providing leadership to Utah's education and workforce development system in order to meet the future workforce demands of the state. Expectations of the Workforce Committee include:

- Informing K-16 Alliance partners about workforce trends and needs in the state, and the balance between labor market demand and the supply of workers.
- Developing and strengthening Career Pathways from K-12 through postsecondary education.
- Providing career information for secondary counselors and postsecondary advisors.
- Comparing programs of study from certificate through graduate degrees with workforce needs and encourage institutions to address high demand programs.

- Identifying, validating, and updating technical and workforce readiness skills to be addressed within the programs of study.
- Developing strategies for disseminating job demand and postsecondary training information.
- Working closely with the Department of Workforce Services.

Career and Technical Education programs of study help fulfill the vision and objectives of the K-16 Alliance. The alignment of secondary and postsecondary CTE programs of study will pave the way for students to adequately prepare for and transition smoothly into postsecondary certificate and/or degree programs.

The State Workforce Council in Utah functions as a unified committee to bring workforce and education partners together and includes the State Superintendent of Public Instruction and the Commissioner of Higher Education. Through the State Council a formal partnership was developed to coordinate education, workforce, and economic development activities. Through the efforts of this committee referred to as the Workforce, Education, and Economic Development Alliance (WEEDA), major projects have been created and implemented that enhance information concerning career planning, education training, and job placement. Two web-based products have been implemented and made available to the entire state. [www.Careers.Utah.gov](http://www.Careers.Utah.gov) and [www.UtahFutures.org](http://www.UtahFutures.org), provide the citizens of Utah a coordinated approach to education and career planning.

While there are established partnerships, more work needs to be done to align the initiatives and promote workforce and economic development to address the state's workforce needs by the year 2020. Efforts are underway to strategically plan for a future workforce that is impacted by a changing economy and significant shifts in the demographics of the state.

Additional work needs to be completed to better define the needs of the future workforce and align education programs of study at both the secondary and postsecondary level. In measuring the effectiveness of existing programs of study, the state has well established program standards and objectives with accompanying skills exams for secondary programs. These efforts cover the expected workforce readiness credentials of the occupational skills needed, but not all elements are established in national workforce readiness credentials. Work at the postsecondary level needs to be expanded and enhanced.

*iii. Professional Development*

Utah has a comprehensive approach to professional development for CTE program of study implementation with designated funding from Perkins Reserve and State Leadership. Each of eight CTE planning regions is allocated \$50,000 per year to fund the cost of a half time region coordinator. The coordinator works with USOE, CTE Directors, and others from school districts and colleges in the region to develop and align programs of study between high school and college, and coordinate professional development.

Each region also receives a modest allocation for professional development activities specifically to help administrators, teachers and counselors understand, support, and implement programs of study for students within their schools and districts. Professional development activities are conducted each year according to a three year strategic plan developed within each region. Existing regional professional development resources assist in implementing the provisions of this grant.

The grant will support specific professional development activities that encourage and facilitate collaboration between secondary and postsecondary Health Science Education teachers in developing better alignment between the secondary and postsecondary POS. Workshops will

be organized through which instructors from each LEA and postsecondary partner can learn about the background and purpose of programs of study and the Health Science Education POS specifically. Instructors will also work together in structured events to align courses, develop concurrent enrollment agreements, and improve secondary to postsecondary POS alignment. Follow up activities will be incorporated to continually fine-tune, update, and add to course alignment. The cost of these activities is estimated at \$20,000 for teacher/instructor stipends/substitutes, travel and lodging, \$2,000 for workshop facilitators, \$1,000 for workshop supplies and lunches. These are in addition to existing resources.

*iv. Accountability and Evaluation Systems*

Utah has a well-established history of strong student longitudinal data systems in the K-12 range of public education which will be further enhanced through a Federal Student Longitudinal Data System (SLDS) Grant that Utah received in May 2010. The project will further develop Utah's capacity to collect, store and report needed data. Partner agencies include the Utah State Office of Education, Utah System of Higher Education, Utah Department of Workforce Services, the Utah College of Applied Technology, and the Utah Education Policy Center.

A statewide student identifier that is required by state law effectively began in Utah for FY 2005. This has improved our ability to collect data for students as they progress through the K-20 system. Also, we currently have capability for administrative record matching with, among others, the Unemployment Insurance Employer file for job placement and wage information, Department of Defense for military placement, State Division of Occupational and Professional Licensing for technical skill attainment. Utah's system will collect, store and make the data available to answer questions about policies, practices and programs for students at all levels of

education and employment preparation. This information will also inform our POS initiative and our ongoing efforts to develop and implement programs of study and determine their effectiveness.

In Utah, the overall purpose of Perkins IV is to increase the number of CTE concentrators who complete secondary CTE programs of study, graduate from high school, transition to post-secondary education (particularly in the same area), continue on to complete a degree or certificate in postsecondary education, and enter into high-skill, high-wage, or high demand occupations. The Perkins IV accountability system is set up to evaluate the success of programs of study by collecting, and reporting these kinds of data.

- v. POS content standards that define what students are expected to know and be able to do to enter and advance in college (College and Career Readiness)*

Each course in the Health Science POS has state standards and objectives. This grant will help assure students learn both academic and technical skills so they are prepared to enter and succeed in college, a career, or both. A college and career ready student is a student that is ready to succeed in entry-level, credit bearing, academic and workforce preparation college courses that lead to a certificate or degree and will enable students to pursue careers that provide livable salaries. In Utah 26 percent of the students who took the ACT met the standard on all four benchmarks compared to 24 percent nationally. Utah is committed to increase this percentage by developing programs of study that define what students are expected to know and be able to do to enter and advance in their chosen college and career goals. This goal will be further supported by the adoption of the Common Core by the Utah State.

This grant will help Utah incorporate all levels of knowledge and skills that students must master to be college and career ready. The knowledge and skills data from the Health Science

Career Cluster will serve as a resource for reviewing the POS course standards and objectives and incorporating rigorous knowledge and skills in reading, language arts, and mathematics, plus skills in critical thinking, problem solving, and technical program skills. All will be validated by business and industry advisory committees. Where possible these skills will be internationally benchmarked so that students will be prepared to function in a global society. Progress will be evaluated by students taking the ACT in the junior year and matching or exceeding the ACT readiness standards. If benchmarks are not met, students will take the Accuplacer placement test to gauge areas of strength and weakness and formulate a plan for reaching the benchmarks. This will require a contract employee funded from the grant to complete the analysis and facilitate input from business, education, and economic partners.

The grant will also support 1) developing instructional and learning models that enhance the academic learning within the technical training (see section *ix* below), and 2) enhancing concurrent enrollment offerings and improve alignment of courses to reduce duplication and better prepare students to succeed in the postsecondary program.

*vi. Course Sequences*

Utah currently has a number of State approved Health Science programs of study within the Health Science area. This grant will assist to combine these into one program of study with several focus area options for students. The grant will be used to strengthen the program by enhancing attainment of both academic and technical skills, including college and career readiness skills.

The Health Science POS begins at the 9th grade. Prior to grade 9 students take CTE Introduction in the grade 7 that provides them an integrated exploration into career and technical fields and POS. During grades 9-12 students take required language arts, math, science, social



study, PE, and CTE courses. In addition, most students have 8-10 elective credits which could be used to focus in a CTE Program of Study. Students interested in Health Science would be required to begin with the Health Science, Introduction course, which creates an awareness of career possibilities in the health science area, and introduces students to medical anatomy and physiology, medical terminology, medical ethics, diseases and disorders. An introductory course and medical terminology needs to be added for San Juan district. This will require some resources from the grant to start up the program in the first year. It will also be supported by Perkins State Leadership funds. Most students would then take medical anatomy and physiology and a foundation course for their area of interest, such as biotechnology, dental assistant, medical assistant, nurse assistant, pharmacy tech, surgical tech, emergency medical tech, or exercise science. As part of their secondary education, students would take additional electives. For example if a student's focus area was biotechnology, they could take medical terminology or medical math as electives. Students would then complete the secondary portion with the capstone course, Health Science, Advanced.

A major purpose of this grant will be to strengthen the integration of math, science, and literacy learning in conjunction with the Health Science technical curriculum, and to assure college and career readiness for students completing the program. The methods developed with this grant will then be applied to all other programs.

The secondary Health Science POS has been linked to postsecondary programs at institutions within the geographical region. Utah school districts and higher education institutions are organized in eight CTE Region partnerships. CTE directors representing each partner work to align CTE programs in the region. The state CTE Pathway implementation goal requires

formalized program alignments using written articulation agreements which show course sequencing and related credit, including appropriate concurrent enrollment courses.

The secondary portion of CTE Pathways outlines the academic and technical course sequence for high school students. Health Science Pathways include core academic course sequences which will be aligned to postsecondary certificate and/or degree program requirements.

Secondary CTE Pathways are linked to postsecondary certificate and/or degree programs with articulation agreements. Students use the program articulation agreements following the CCGP Student Education Occupation Plan (SEOP) to plan to complete the appropriate course work to be college and career ready.

The objective for students enrolling in the Health Science POS at the secondary level is that they understand the pathway to the postsecondary degree or certificate, and can then take the proper sequences, including concurrent enrollment courses to succeed at related and advanced courses in the college program.

Although articulation agreements exist in all regions for most Programs of Study, the number and quality of these agreements varies greatly from region to region. Grant resources would be used to develop models for Health Science Education POS that could be expanded to all areas.

#### *vii. Credit Transfer Agreements*

Utah State law provides opportunity for high school students to dual enroll in college through concurrent enrollment. Concurrent enrollment students are admitted as a student to the cooperating college. Each student generates a college transcript which guarantees credit transfer to any state higher education institution. The State maintains a Master List of approved courses

that align secondary and postsecondary curriculum and credit. Courses are delivered in a variety of ways including on-site at a high school or through electronic distance education.

The concurrent enrollment program is organized state-wide and functions well for both secondary and postsecondary education institutions. Approximately 40 percent of the approved concurrent enrollment courses are CTE courses including Health Science courses. Medical Anatomy and Physiology and Medical Terminology are examples of courses currently approved between participating grant partners. Grant resources will be used to develop additional concurrent enrollment course opportunities and deliver more courses to rural students. This would expand the opportunity for students to concentrate in a wider variety of CTE Pathways.

*viii. Guidance Counseling and Academic Advisement*

Guidance Counseling and Career Advisement: Systems that provide career counseling and academic advisory services to help students make informed decision about which POS (program of study) to pursue.

Utah has one of the best statewide school counseling programs in the nation. The Utah Model for Comprehensive Counseling and Guidance: K–12 Programs (CCGP), which is an adaptation of the ASCA National Model for School Counseling Programs, provides all students in Utah the benefit of the knowledge, skills and attitudes provided by professional school counselors. The process for CCGP evaluation is vigorous and ensures that all students receive the benefits of the program. The Utah State Board of Education and the Utah State Legislature have defined individual student planning as the Student Education Plan (SEP) and the Student Education Occupation Plan (SEOP). In this SEP and SEOP process school counselors coordinate ongoing systemic activities to help all students plan, monitor and manage their own learning as well as meet competencies in the areas of academic/learning development, life career

development, multicultural/global citizen development and personal/social development. Enmeshed within these four competency areas are the National Career Development Guidelines. Within the SEOP students evaluate their educational, occupational and personal goals using 4 year and beyond plans that must be developed by the end of grade 8. School counselors help students with Life/Career/Development as they transition from school to school, school to work, or school to higher education or career and technical training.

The Utah State Office of Education provides professional development to school counselors on the CTE existing pathways, ensuring that school counselors have access to up-to-date information about POS offerings to aid students in their decision-making. Last year, Utah launched UtahFutures, a web-based education and career planning system. Templates for CTE Pathways are incorporated into the course planning component of the individual student planning portfolio. Usage of this new system enhances student planning and increases pathway participation.

School counselors offer information and tools to help students learn about postsecondary education and career options, including the prerequisites for a particular POS. School counselors provide Next Step Planning and follow-up through the SEOP process. Transitions from one educational program to another, from one school to another, or from school to work will be successful as professional school counselors support students in gathering information, overcoming barriers, and establishing necessary conditions to maximize student achievement.

Provide resources for student to identify career interests and aptitudes and to select an appropriate POS. Using Utah Futures, our statewide web-based education and career planning system, and other SEOP resources and processes, school counselors work with students, helping students and parents analyze students' abilities, interests, skills and achievement. Career

assessment information and other data provided by UtahFutures are used to help students develop immediate and long-range plans. Many of the resources and tools in UtahFutures are available in Spanish. Consistent with district policy, counselors meet with students and parents or guardians yearly to develop and revise students' education and career plans through the SEOP process which has been a requirement in Utah since 1996. This year, UtahFutures will include a new assessment, the Student Strength Inventory (SSI), which is part of the Utah Statewide Longitudinal Data System (SLDS) grant. The SSI measures non-cognitive skills that contribute to postsecondary access and persistence. The SLDS grant provide funds for the administration of the SSI to all students in grades 11 and 12 from the first year of the grant and all students in grade 11 for the remaining two years. The SSI provides data on student skills, with accompanying interventions, in six areas: academic engagement, academic self-sufficiency, education commitment, resiliency, social comfort, and campus engagement.

School counselors provide information and resources for parents, including workshops on college and financial aid application, on helping their children prepare for college and careers. School counselors advise students using personal/social, educational, career and labor market information in planning personal, educational and occupational goals. The SEOP process requires the involvement of parents or guardians in education and career planning that meets the needs of the individual student. As part of the SEOP process, school counselors set-up or conduct workshops on financial aid and helping students prepare for college and careers. The grant allows the CTE section to hire a research assistant/trainer who will assess SSI scales in relation to student postsecondary access and persistence and other related CTE outcomes.

Web-based resources for financial aid. UtahFutures was developed through collaboration between public education, higher education and the Utah Department of Workforce Services.

This web-based tool provides a robust financial aid component which was developed under the direction of our statewide loan guaranty agency. It includes financial preparation and planning tools, Free Application for Federal Student Aid (FAFSA) information, tutorials and a searchable scholarship database including scholarships specific to students in Utah. UtahFutures is a statewide resource for financial aid, education and career development and planning for all Utah residents from elementary school through retirement.

*ix. Teaching and Learning Strategies*

Currently all of Utah's programs of study are supported by professional development that facilitates learning and instruction based on state standards and objectives for each course in the pathway. Each program area is also supported by a Career and Technical Student Organization (CTSO). In Health Science, Utah sponsors Health Occupations Students of America (HOSA). The State supports CTSOs with designated state funding for state advisors and student travel to national events. State advisors help coordinate a statewide approach to CTSOs. Students focusing in the Health Science Programs of Study will be encouraged to participate in HOSA leadership activities and events where they can apply both academic and technical learning to their Health Science coursework.

For teacher development the state has begun to initiate an Academics-in-CTE approach that brings the CTE and academic teachers together to enhance the academic lessons in the CTE curriculum. This uses the Math-in-CTE model developed by the National Research Center for Career and Technical Education (NRCCTE) which brings CTE and academic teachers together as partners to determine which academic (math, science, literacy) concepts are taught in CTE and to develop lesson plans that enhance the academic lessons as part of the CTE instruction. Academic partners collaborate with the CTE teacher to assure lesson plans include the seven

elements of the model, coordinating instruction within the building. This model has been implemented successfully for Math-in-CTE courses for Family and Consumer Sciences in several districts in Utah's southwest region, and is scheduled for implementation in two more regions next year.

The Academics-in-CTE professional development model involves elements that enhance student academic and technical learning through related, contextual academics taught as part of the technical curriculum. In this process students recognize the academic concepts and learn them in the context of the technical program plus technical education instructors become more familiar with the terminology and procedures used in regular academic courses.

#### Expanding the Academics-in-CTE model for CTE Programs of Study

As a part of the grant, Health Science instructors and academic partners in the three LEAs will receive professional development using the Academics-in-CTE model. This involves a five-day summer workshop to introduce the model, identify the key academic concepts in the CTE Curriculum and develop academic enhanced lesson plans. After teaching several enhanced lesson plans in the fall teachers return for a two-day midway session to refine and develop additional lesson plans. A final wrap-up session would be scheduled the following summer. More enhanced lessons are taught in the next semester before teachers return for a second midway session. This process would result in integrated, contextual teaching and learning of Math, Science, and Literacy in the Health Science Education Program of Study and would be expanded to other programs of study in future years. All participating LEAs are in full support of this professional development model. One has implemented the Math-in-CTE model for at least one area. In addition, Utah is participating with Colorado in the NRCCTE Science-in-CTE pilot for Health Science.

A process for pre/post-testing students using standardized tests of achievement will be determined and implemented with the grant.

### Budget

All three LEAs will be combined for professional development. Ten day workshops for 30 technical and 30 academic teachers cost approximately \$60,000 in stipends for substitutes, \$7,000 for lunches, breaks and materials, and \$20,000 travel and lodging. Workshop facilitators will include existing Utah facilitators that are trained in the “Math-in-CTE” and authentic literacy-in-CTE models with some consulting assistance from the NRCCTE. Facilitator stipends will cost about \$5,000. An additional \$15,000 will be needed for consulting assistance plus \$7,000 to attend NRCCTE planning workshops in Louisville, KY.

#### *x. Technical Skills Assessments*

CTE utilizes a competency-based online testing system to help measure the extent secondary students are attaining the necessary knowledge and skills for entry and advancement in postsecondary education and careers in their chosen POS. Over 130 skill assessments are offered in all CTE program areas including Agricultural Education, Business Education, Family and Consumer Sciences Education, Health Science Education, Information Technology Education, Marketing Education, Skilled & Technical Sciences Education, and Technology and Engineering Education.

Technical skill assessments within the CTE Skill Certificate Program are based upon a fundamental core set of standards and objectives. Each assessment has been aligned with standards and objectives set by the state of Utah, national education entities, and business, and industry partners. Standards and objectives add an element of educational and industry credibility to all CTE programs of study.



Known as the CTE Skill Certificate Program, testing is managed by a CTE specialist at the Utah State Office of Education (USOE). A program advisory committee has been set up in accordance with [R277-911-3](#) of the Utah State Board of Education Rules to provide advice and assistance to the Skill Certificate Program. Membership on this committee is made up of CTE Directors from school districts throughout Utah.

The CTE Skill Certificate Program includes both an online Objective Assessment and an accompanying Performance Assessment for each CTE program area. The Performance Assessment is completed in class and evaluated by the CTE teacher. The Objective Assessment is completed online using the proctored, online web-based testing platform with each test item linked to a single standard and objective. Students must pass both assessments at 80 percent or higher in order to qualify for a CTE Skill Certificate.

State developed tests are delivered online through a private testing company. Part of the contract with this company includes technical support for training test writers and psychometric analysis of state developed tests. The software includes statistical analysis and feedback on test items.

With respect to postsecondary students, USOE collects state licensing information from the Utah Division of Occupational and Professional Licensing (DOPL) for concentrators in 23 CTE programs that require a state license for practicing professionals.

- |                           |                                  |
|---------------------------|----------------------------------|
| • Aviation Technology     | • Registered Nurse (RN)          |
| • Commercial Drivers      | • Occupational Therapy Assistant |
| • Construction Contractor | • Paramedic                      |
| • Residential Contractor  | • Pharmacy Technician            |
| • Cosmetology/Barbering   | • Phlebotomy                     |

- Dental Hygienist
- Electrician
- Emergency Medical Technician
- Medical Lab Technology
- Nail Technician
- Certified Nurse Assistant (CNA)
- Licensed Practical Nurse (LPN)
- Physical Therapy Assistant
- Pipefitter
- Plumber
- Radiology Technologist
- Real Estate
- Commercial Pesticide Applicators

In addition, Utah recently completed an OVAE Technical Assistance Project to identify and evaluate industry-recognized assessments for three postsecondary program areas. As a result, Utah is in the process of adding industry recognized credentials in three areas (CompTia, ASE Auto, Collision and Diesel; and AWS Welding). Each year, Utah plans to expand the process to include additional program areas and will eventually consider using the national clearinghouse and item bank if those are available.

An excellent framework for valid and reliable technical skill assessment for secondary students currently exists in Utah for Health Science with the CTE Skill Certificate Program. However, healthcare remains the strongest employment industry in Utah and has grown throughout the current economic downturn. As a result, Utah plans to augment its technical skill assessment framework within the Health Science Education Program of Study by adding the National Healthcare Foundation Skills Assessment as part of this grant proposal.

Offered by the National Consortium for Health Science Education (NCHSE), this particular assessment will be used as an additional measurement of skill attainment. As a nationally recognized assessment, it provides a way to further identify, demonstrate, measure, and ultimately recognize student achievement in Health Science Education programs and

measures student mastery of basic skills and knowledge for workers in all areas of the health industry. This assessment has been validated by national healthcare industry partners to provide a way to identify, demonstrate, measure, and ultimately recognize student achievement in health science education programs. The national career cluster standards which the assessment is aligned to identify the basic knowledge and skills that all entry-level healthcare workers need to be successful, regardless of the pathway or occupation they select. Although the assessment is not a certification that allows a student to work in a healthcare setting, it has been used as screening criteria for scholarships, to improve standing for admission into nursing and other occupational training programs, and as a selection tool for choosing candidates to employer-provided, paid training programs.

The National Healthcare Foundation Skills Assessment is available in two parts. The pre-test provides an indication of what students know upon entry into a health science plan of study, while the post-test measures student mastery of the basic knowledge and skills needed by all healthcare workers. Students scoring 70 percent or higher on the National Healthcare Foundation Skills Post-Test receive a certificate recognizing their accomplishment.

With the assistance of this grant, Utah expects to test 500 students per year using the National Healthcare Foundation Skills Assessment, including 300 students from Weber District, 150 students from Salt Lake District, and another 50 students from the rural San Juan District. The cost for each pre-test and each post-test is \$12 for NCHSE members, equating to \$12,000 per year for student testing using this particular assessment tool.

*b. Capacity of statewide longitudinal data system*

Utah has a well-established history of strong student longitudinal data systems and is one of only 12 states identified by ACT and the Data Quality Campaign (DQC) as having all 10

Essential Elements of a State Longitudinal Data System (ACT, Utah, The Condition of College & Career Readiness: Class of 2010). In addition, Utah has a proven capacity to collect, store and report on the progress of students enrolled in each program of study. CTE Concentrators are identified at the state level by analyzing course completion data. This is currently being enhanced through a Federal Student Longitudinal Data System (SLDS) grant involving partners Utah State Office of Education (USOE), Utah System of Higher Education (USHE), Utah Department of Workforce Services (DWS), the Utah College of Applied Technology (UCAT), and the Utah Education Policy Center.

Utah uses a statewide, unique student identifier required by state statute which has been in effect since FY 2005. Secondary student-level enrollment and membership data is collected through a statewide clearinghouse at USOE. USHE and UCAT institutions and campuses also collect student level data through common data systems and report common data elements to the State. By definition, secondary concentrators are students who have completed at least 50 percent of the coursework for a program of study, including a foundation course. Postsecondary concentrators are also identified at the state level based on course completion. For years, Utah has successfully matched student-level data with employment outcome data using the Unemployment Insurance wage records, based on data sharing agreements with the Department of Workforce Services. These administrative data matches have been used to verify data for distribution of state performance funding, as well as Perkins core indicator performance. Student-level data is also matched with the Department of Professional Licensing (DOPL) for licensing and the Department of Defense for military placement and employment.

Data quality and integrity are addressed through rigorous data definitions, validation and integrity edits. The SLDS grant has enabled development of a state data audit system to improve

the quality, validity, and reliability of data. Staff has been hired in each partner agency to ensure quality of data. Perkins administration also supports a full-time data specialist to compile, analyze, and report data for Perkins core indicators. The project staff for this grant are the same individuals who are responsible for Perkins data collection, data quality and integrity, reporting, and continuous improvement under Perkins. As the eligible agency, USOE is responsible for the accuracy and completeness of data reporting used for Perkins as well as state funding formulas.

*c. Local implementation plan*

The project will involve three LEAs with corresponding postsecondary partners. State approved programs of study, along with resources, professional development, and the framework for developing secondary to postsecondary links, are available to all districts. Each of the participating LEAs has the capacity and resources to implement programs of study as part of the state and regional initiative, in conjunction with at least one higher education institution within the region. Each LEA currently offers Health Science programs and will benefit from further program of study enhancement under this grant. The primary use of funds from the grant will be to provide professional development in instructional approaches that enable teachers to integrate enhanced academic lessons with CTE instruction.

- Salt Lake City School District, a small, highly urbanized school district is located in Salt Lake City, Utah. This district has a high ESL population with students who speak over 80 separate languages. Salt Lake City SD has a Health Science program in all three high schools and a technical center. Their existing partnerships with the University of Utah and Salt Lake Community College would be further developed under this grant.
  - Number of students expected to participate in the Health Science POS during the 2010-2011 school year: 9th grade, 237; 10th grade 218; 11th grade, 258; 12th

grade, 103. It is expected these numbers would grow at a constant 3-5 percent increase over the next four years.

- Weber County School District, a suburban school district located 40 miles north of Salt Lake City in Ogden, Utah. Weber District has a rich Health Science program linked primarily to Weber State University (WSU) in Ogden, including concurrent credit enrollment. Some of Weber's Health Science program is offered through a magnet school format. Weber district is already committed to the Math-in-CTE project, and will be providing professional development on these instructional approaches next summer and fall. This grant will help expand these practices to Science and literacy in Health Science.
  - Number of students expected to participate in the Health Science POS during the 2010-2011 school year: 10th grade 1050; 11th grade, 1535; 12th grade, 1340.

These numbers are expected to remain constant over the next four years.

- San Juan County School District, a rural district located 300 miles from Salt Lake City comprised of Blanding, Utah and surrounding communities. San Juan County covers a wide geographical area in Utah's southeast region. It has five relatively small high schools, three of which qualify as Necessarily Existent Small Schools (NESS) because of their remote locations. San Juan has a large Native American student population that will benefit from this grant. The district currently offers Health Science courses from one location broadcast via Ednet to the other high schools. They currently have a partnership and articulation agreement with the College of Eastern Utah - Blanding (CEU). This grant project would further develop the program at San Juan, as well as the postsecondary agreements.

- Number of students expected to participate in the Health Science POS during the 2010-2011 school year: 9th grade, 25; 10th grade, 30; 11th grade, 30; 12th grade, 25. These numbers are expected to increase about 5 percent over the next four years.

*d. Project management*

The following project management and evaluation matrix identifies the key POS framework components and the specific, measurable objectives and associated tasks to be undertaken in the performance of this project. In addition, the dissemination plan of for the project is to develop a webpage on <http://www.schools.utah.gov/cte/> where interested parties will have access to all information related to project development. The information will include a description of the processes and examples of supporting products used to achieve full implementation of the 10 Framework components. Required data, project promotional materials, and other project outcomes will also be posted. The site will provide a solid base of information for others to use.

### Project Management and Evaluation Matrix

<b>Oversight Committee:</b>	Perkins Executive Committee
<b>Project Manager:</b>	Craig Stoker, CTE Coordinator
<b>Project Partners:</b>	Utah State Office of Education, Utah System of Higher Education, Salt Lake City School District/Salt Lake Community College, Weber School District/Weber State University, San Juan School District/Utah State University – College of Eastern Utah

**Key Personnel:** Mary Shumway, CTE Director, Utah State Office of Education and the Utah State Board of Education; Gary Wixom, Assistant Commissioner Utah System of Higher Education; Marv Johnson, CTE Program and Financial Accountability Coordinator; Thalea Longhurst, Health Science Education Specialist; Greg Richens, CTE Skill Certificate Specialist; Jeff McDonald, CTE Data Specialist; Susan Thomas, CTE Information Specialist

Framework Component	Proposed Enhancement
<b>One: Legislation and Policies</b>	

**Proposal:** The Utah State Board of Education will adopt specific policies and procedures regarding a rigorous POS with essential elements for all high schools in the state. Through the K-16 Alliance additional policies and practices will be developed and implemented to ensure that high quality, rigorous POS are available and accessible to all Utah students. Existing legislation and policy will be utilized for individual Student Education Occupation Plans, concurrent enrollment, POS implementation for state funding eligibility, and technical skill assessment.

**Responsible** Mary Shumway, Gary Wixom

**Partner:**

**Resources:** Mary Shumway, Gary Wixom

**Timeline:**

- March 2012 – POS Policy Recommendations for the K-16 Alliance and K-16 Workforce Committee
- April 2012 – POS Policy Approved by the Utah State Board of Education



- Benchmarks:**
- January 2012 – POS Policy recommendations reviewed by the Perkins Executive Committee, CTE Consortium and CTE Directors.
  - February 2012 – POS Policy drafted and reviewed by State Board of Education Law and Policy Committee and Curriculum Committee Chairs.
  - April 2012 – Policy Adopted by the State Board.
  - May 2012 – Public Comment Period.
  - June 2012 – State Board Rule Becomes Effective.
  - July 2012 –At the joint meeting of the Utah State Board of Education and Utah State Board of Regents POS policy will be presented.
  - July 2012 – Utah State Board of Regents review secondary to postsecondary articulation policies related to POS and make recommendations for strengthening provisions.
- Evaluation**
- The POS policy will be meet the criteria in the 10 components of a POS from the U.S. Department of Education and evaluated using these criteria.
- Method:**
- The state POS policy will be implemented and all local POS will be evaluated on meeting the 10 components outlined in policy through the established Program Approval evaluation process.
  - Updated articulation policy will be implemented and a rubric will be developed to measure the level of articulation and linkages between the secondary and post secondary portions of the POS.

## Two: Partnerships

**Proposal:** Efforts are underway to strategically plan for a future workforce that is impacted by a changing economy and significant shifts in the demographics of the state. Additional work needs to be completed to better define the needs of the future workforce and align education programs of study at both the secondary and postsecondary level.

**Responsible** Mary Shumway, Gary Wixom, and the K-16 Alliance

**Partner:**

**Resources:**

- Enhance CTE marketing efforts to community partners.
- Department of Workforce Services labor market analysis for Health Science careers.
- Health Science industry focus groups.

**Timeline:** Ongoing

**Benchmarks:**

- Further development of the alignment for the Health Science POS.
- Identification, validation, and update of technical and workforce readiness skills to be taught within Health Science POS.

**Evaluation** Updated industry validated standards and objectives for Health Science courses.

**Method:**

### Three: Professional Development

<b>Proposal:</b>	POS Alignment Workshops to support specific professional development activities that encourage and facilitate collaboration between secondary and postsecondary Health Science Education teachers in developing better articulation between the secondary and postsecondary POS.
<b>Responsible</b>	Marv Johnson, Regional Pathways Coordinators
<b>Partner:</b>	
<b>Resources:</b>	Region Pathway Coordinators, Funding for Workshop presenters, stipend and travel for instructors.
<b>Timeline:</b>	November 2010, Summer 2011, completed by August 2011
<b>Benchmarks:</b>	<ul style="list-style-type: none"><li>• Workshops held for each LEA and Partner.</li><li>• Instructors participate in workshops.</li><li>• Written articulation agreements produced.</li><li>• Students college ready.</li></ul>
<b>Evaluation</b>	<ul style="list-style-type: none"><li>• Monitor benchmark achievement.</li></ul>
<b>Method:</b>	<ul style="list-style-type: none"><li>• Students more college ready.</li><li>• Project Manager.</li><li>• ACT scores in 3rd and 4th year.</li><li>• Participant evaluations.</li></ul>

#### Four: Accountability and Evaluation

<b>Proposal:</b>	Utah will use the current longitudinal data system and the statewide student identifier as a means to collect quantitative and qualitative data for all 10 framework components.
<b>Responsible</b>	Marv Johnson, Jeff McDonald
<b>Partner:</b>	
<b>Resources:</b>	Current longitudinal data system is adequate to collect and report data.
<b>Timeline:</b>	Beginning of project.
<b>Benchmarks:</b>	Valid and reliable data on key student outcomes.
<b>Evaluation</b>	Analysis of current longitudinal data.
<b>Method:</b>	

#### Five: College and Career Readiness

<b>Proposal:</b>	Content Standards/integration of college ready skills.
<b>Responsible</b>	Gary Wixom, Mary Shumway, K-16 Alliance and staff
<b>Partner:</b>	
<b>Resources:</b>	K-16 Partnership/Workforce data, Professional Development is needed, .5 FTE contractor funded from grant, state Health Science specialist.
<b>Timeline:</b>	At the beginning of the grant, implement during the first year of the grant.
<b>Benchmarks:</b>	<ul style="list-style-type: none"><li>• Contractor hired.</li><li>• Analysis of content standards and comparison to national career cluster standards completed.</li><li>• Structured review and input by partner focus groups.</li></ul>

- Benchmarks:** • POS updated to include enhanced content standards.
- Evaluation** ACT and Accuplacer placement exam. Students failing to meet or exceed ACT
- Method:** readiness standards will take the Accuplacer placement test to gauge areas of strength and weakness and formulate a plan for reaching the benchmarks.

## Six: Course Sequences

- Proposal:** This project will strengthen the course sequence within the secondary POS and improve alignment between secondary and postsecondary programs. The existing regional pathway implementation project will support work to update and enhance written articulation agreements which show course sequencing and related credit secondary to postsecondary. Resources from this grant will help develop courses needed to enhance the secondary POS.
- Responsible Partner:** Region Pathways Coordinator, Region CTE Directors, Health Science Specialist
- Resources:** Region Pathways Coordination; Region CTE Director Meetings; Region professional development, Health Science Specialist and teacher workgroups, National Health Science Standards.
- Timeline:** The process is ongoing as courses and programs change.
- Benchmarks:**
- Region articulation agreements are updated annually.
  - The state concurrent enrollment Master List is updated annually.
  - State new course approval is completed annually.
  - New courses developed and offered at high schools

**Evaluation** State Health Science specialist will analyze course sequencing in relation to the  
**Method:** national health science model and review with teacher focus groups. Region  
pathway coordinators and CTE directors will review and approve articulation  
and concurrent enrollment agreements.

### Seven: Credit Transfer Agreements

**Proposal:** POS articulation provides the opportunity for students to earn and transfer  
credits among participating partners.

**Responsible** Craig Stoker

**Partner:**

**Resources:** State Concurrent Enrollment law; Region articulation agreements; Proposed  
State Board Rule on credit transfer between secondary and postsecondary  
education.

**Timeline:** Necessary credit transfer agreements between partners are reviewed annually.

**Benchmarks:**

- Region articulation agreements are updated annually.
- The state concurrent enrollment Master List is updated annually.
- State new course approval is completed annually.

**Evaluation** Regional Articulation Agreements; State concurrent enrollment report.

**Method:**

## **Eight: Career Counseling**

<b>Proposal:</b>	Strengthen individual student planning through full integration of the UtahFutures web-based education and career planning system into the SEOP Process, focusing on the implementation of the Student Strengths Inventory as a measure of the influence of non-cognitive attributes on student post secondary access and persistence.
<b>Responsible</b>	Dawn Stevenson, Coordinator, K-12 School Counseling and Career Awareness
<b>Partner:</b>	Comprehensive Counseling and Guidance Program participants.
<b>Resources:</b>	Research assistant/trainer from Statewide Longitudinal Data Systems Grant
<b>Timeline:</b>	<p>2010 – 2011 Implementation of training and supports for SSI administration to all students in grade 11 and 12.</p> <p>2011 – 2012 SSI administration to current students in grade 11 plus collecting and analyzing relevant data points for student access and persistence in post-secondary education.</p> <p>2012 – 2013 Final round of SSI administration, final data collection and final summary report to CTE and interested partners.</p>
<b>Benchmarks:</b>	Number of SSI assessments administered to students. Annual summary data a correlations to interventions, and student access and persistence.
<b>Evaluation</b>	Correlation of SSI indicators with student post-secondary access and persistence,
<b>Method:</b>	particularly for student in Health Science POS.

## Nine: Teaching and Learning Strategies

<b>Proposal:</b>	Implement Academics-in-CTE model for Health Science Education as an innovative approach that enables teachers to integrate academic and technical instruction into their POS coursework.
<b>Responsible</b>	<ul style="list-style-type: none"><li>• Coordinated by Marv Johnson, USOE</li></ul>
<b>Partner:</b>	<ul style="list-style-type: none"><li>• Coordinated at each LEA by CTE Director</li></ul>
<b>Resources:</b>	Need funding for workshop presenters, teacher stipends/substitutes, travel, lunches, and workshop materials.
<b>Timeline:</b>	Summer 2011 workshops and lesson plan development, School Year 2011/2012 implementation in classroom, ongoing follow up and refinement.  Workshops completed, teachers participate in workshops, lesson plans developed
<b>Benchmarks:</b>	using seven elements of an “academic enhanced CTE Lesson Plan,” lesson plans used in classroom, students pre and post tested.
<b>Evaluation</b>	Teacher pre- and post-surveys, student’s pre- and post-tested using standardized
<b>Method:</b>	tests of achievement.

## Ten: Valid and Reliable Technical Skills Assessments

<b>Proposal:</b>	Utah will augment its technical skill assessment framework within the Health Science Education POS by adding the National Healthcare Foundation Skills Assessment.
<b>Responsible</b>	Utah CTE Skill Certificate Program
<b>Partner:</b>	Greg Richens



- Resources:** Grant funding will support the cost for each pre-test. Each post-test is \$12 for NCHSE members, equating to \$12,000 per year for student testing using this particular assessment tool.
- Timeline:**
- Pre-test will be administered annually to students at the beginning of the Advanced Health Science course.
  - Post-test will be administered annually to students at the end of the Advanced Health Science course.
- Benchmarks:** Successful attainment of the National Healthcare Foundation Skills Assessment Certificate.
- Evaluation** Testing data to measure student performance.
- Method:**

*e. Adequacy of resource*

The state will use its existing funding and CTE planning region structure for coordination of programs of study implementation that supports this project. CTE Directors from each LEA and postsecondary partner will dedicate sufficient time to support local implementation and serve as liaisons with the state. At the state level, a CTE Coordinator, who is responsible for statewide implementation of programs of study, will serve as project manager. He will be assisted by the state health science specialist and the state Perkins coordinator. Other existing staff resources will be assigned to participate in collecting and reporting data and monitoring portions of the grant. The grant will support employment of .5 FTE contractor to enhance the POS content standards and facilitate a process to incorporate college and career readiness standards. The grant will also support a number of professional development and assessment

activities to strengthen secondary to postsecondary alignment and enhance academic learning in the POS.

*f. Evaluation*

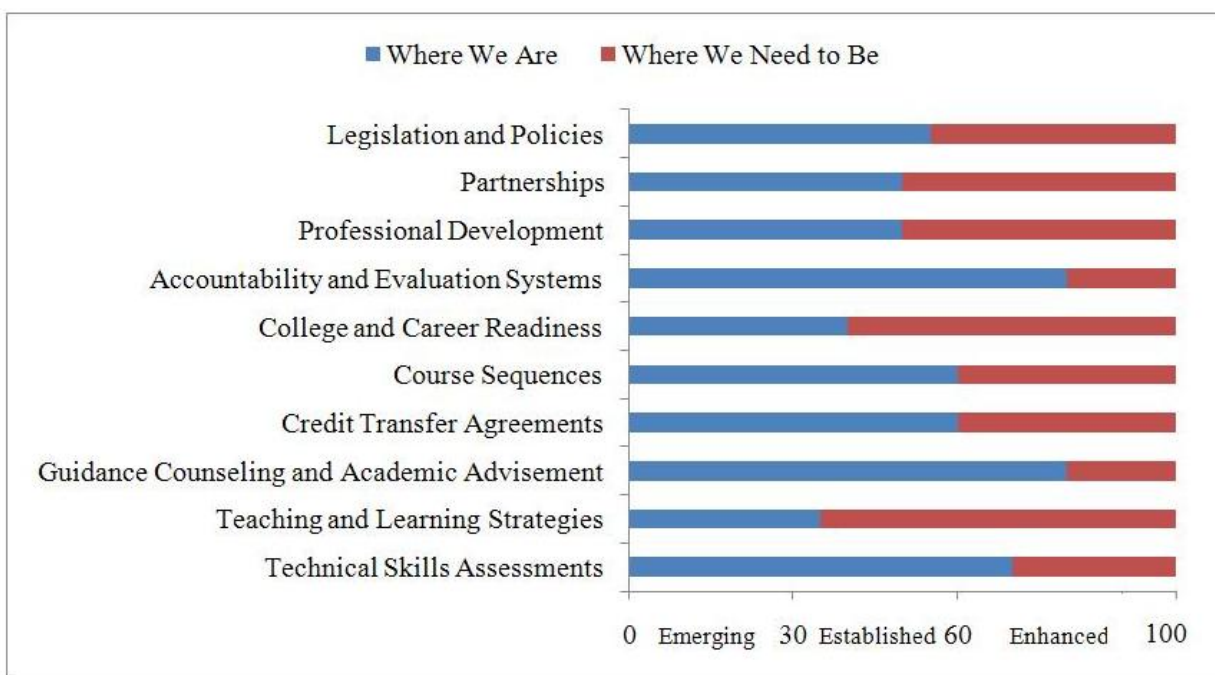
Project team leaders will participate in the Department's Evaluation Design Meeting. Data from Utah's statewide longitudinal data system will be used to determine student outcomes on concentrators and completers of the Health Science POS. Concentrators are students who complete one-half of the courses, including at least one of the foundation courses. Completers are students who complete all the program of study course requirements, including the capstone course. Postsecondary concentrators are students who earn at least 12 CTE credits, or 360 membership hours, or complete a shorter term program. Postsecondary completers are students who complete all the requirements for the program and receive a certificate or degree. The following outcomes will be measured to determine student progress. The information will be disaggregated by LEA/Institution, gender, ethnicity, and special population status. Utah has student concentrator and outcome data from the past several years that can be used to compare results on outcomes prior to and after the grant is completed.

- Secondary school completion
- Secondary technical skills attainment
- Enrollment in postsecondary education
- Enrollment in postsecondary education in related program
- Enrollment in postsecondary education with or without need for remedial courses
- Postsecondary retention (non completers who are retained at least to the second year)
- Postsecondary technical skill attainment (industry credential or state license)
- Postsecondary completion (technical certificate, 1 year certificate, 2 year associates degree)

- Placement in employment or military service

Additional evaluation methods are described in the project management and evaluation table above.

The following chart is a summary of the state's current progress in regard to the ten elements of a comprehensive program of study. Considerable work has been done to develop and implement programs of study in Utah since the onset of Perkins IV. Some areas are close to meeting OVAE's expectations, but others need considerable work. This grant will help Utah focus on areas of improvement and facilitate the development and implementation of high quality programs of study in all areas.



# Project Narrative

## RESUMES

Attachment 1:

Title: **Resumes** Pages: **1** Uploaded File: **POS\_Resumes.pdf**

## **D. Craig Stoker**

Utah State Office of Education  
250 East 500 South, Salt Lake City, UT 84114-4200  
801-538-7738

### **Professional Experience:**

- Present: *Coordinator*, Career and Technical Education, Utah State Office of Education, Salt Lake City, UT
- 1999-2005: *Director*, Career and Technical Education, Granite School District, Salt Lake City, UT
- 1996-1999: *School-to-Career Specialist*, Granite School District, Salt Lake City, UT
- 1993-1996: *NAF Career Academy and Perkins Specialist*, Granite School District, Salt Lake City, UT
- 1975-1993: *Business and Marketing Education Instructor*, Granite School District, Salt Lake City, UT

### **Current Professional Assignment:**

- CTE Pathways/Programs of Study Implementation
- CTE Program Approval
- CTE Concurrent Enrollment
- CTE Educator Licensing

### **Professional Training:**

- Education Administrative/Supervisory Certification, Utah State University, 1995
- Master of Science, Business Information Systems and Education, Utah State University, 1988
- Bachelor of Science, Marketing Education, Utah State University, 1975

### **Professional Affiliations:**

- Member Association of Career and Technical Education
- Member Utah Association of Career and Technical Education
- Member National Career Pathways Network
- Former President and Board Member, Utah Association of Career and Technical Education
- Former Chair and Member, Wasatch Front CTE Consortium
- Former Chair and Member, Utah State DECA Board
- Former Member, Utah Division of Workforce Services Central Region Council

## **MARY MONROE SHUMWAY**

Utah State Office of Education . PO Box 144200 -- 250 East 500 South  
Salt Lake City, Utah, 84114-4200 . (801) 538-7852

### **Education:**

- Administrative/Supervisory Certificate Utah Public Schools, Brigham Young University, May 1999
- Master of Science, Education Supervision and Curriculum Development, Utah State University, 1985
- Bachelor of Science, Home Economics Education, Utah State University, 1981

### **Experience:**

- Present: STATE DIRECTOR, Career and Technical Education, Adult Education, and Student Services: Utah State Office of Education, Salt Lake City, UT
- 1999-2001: COORDINATOR, Career and Technical Education Curriculum: Utah State Office of Education, Salt Lake City, UT
- 1996-1999: STATE EDUCATION SPECIALIST, Accreditation, Curriculum Coordination, and Special Projects, Utah State Office of Education, Salt Lake City, UT
- 1994-1996: STATE EDUCATION SPECIALIST, School-to-Work/Tech-Prep, Utah State Office of Education, Salt Lake City, UT
- 1987-1994: STATE EDUCATION SPECIALIST, Family and Consumer Sciences Education, Utah State Office of Education, Salt Lake City, UT
- 1984-87: GOVERNMENT RELATIONS DIRECTOR, American Home Economics Association, Washington, D.C.
- 1983-84: COLLEGE ASSISTANT, Dean's Office, Utah State University, Logan, UT
- 1981-83: HOME ECONOMICS TEACHER, Westside High School, Dayton, ID

### **Awards:**

National Winner, Outstanding Vocational Educator, American Vocational Association, 1997  
Regional V Winner, Outstanding Vocational Educator, American Vocational Association, 1996  
Outstanding Vocational Educator, Utah Vocational Association, 1995  
Future Homemakers of America, National Leadership Hall of Fame, 1995  
Outstanding State Specialist, Utah State Office of Education, 1991  
Alumni Achievement Award, Utah State University, College of Family Life, 1990  
American Home Economics Association, New Achiever Award, 1989  
National Association of Vocational Home Economics Teachers, Outstanding Service Award, 1988  
National Association of Extension Home Economists, Service Award, 1986  
Outstanding FHA Advisor, State of Idaho, 1983  
Outstanding Senior, Utah State University, College of Family Life, 1981  
Presidential Citizenship Award, Utah State University, 1981  
Utah State University, College of Family Life Senator, 1980  
Outstanding Student, Utah State University, Department of Home Economics, 1980

### **Professional Involvement:**

Board of Directors Member, Utah Association of Career and Technical Education, 1999-2011  
Chair of National Board of Directors, Future Homemakers of America, 1993-94  
Member National Board of Directors, Future Homemakers of America, 1991-95  
Chair of National Vocational Home Economics Coalition, 1992-94  
Member Vocational Home Economics Coalition, 1987-94  
Middle School Task Force Chair, American Vocational Association 1990-93  
Legislative Chair, American Vocational Association, 1990-94  
Policy and Planning Committee, American Vocational Association, 1988-1994  
American Home Economics Association, Year Book Committee, 1988-91  
Utah Association of Family and Consumer Sciences, Membership Chair, Legislative Committee  
Association for Career and Technical Education, Member

# RESUME

MARVIN E. JOHNSON  
2881 W 5700 S  
Taylorsville, UT 84118  
Phone 801 554-5563

## EDUCATION

Doctor of Education, University of Utah, August 1994 – School Administration  
Education Administrative License, University of Utah, 1991  
Master of Science, University of Utah, 1975 – Public Administration  
Bachelor of Science, University of Utah, 1973 – Political Science

## POSITIONS

March 1999 to Present. CTE Coordinator, Utah State Office of Education

- CTE Coordination
- Financial and Program Accountability Management
- CTSO Coordination
- Perkins Administration

February 1996 to March 1999. Education Specialist, Utah State Office of Education

- CTE Data Reporting and Management
- Perkins Data Management
- Applied Technology Center Performance Management

September 1989 to February 1996. Director of Human Resources, State Office of Education

June 1981 to September 1989. Division Director, Utah Department of HRM

- Director Training and Organizational Development 1981-1985
- Director Compensation 1985-1989

January 1977 to June 1981. Director, Utah Intergovernmental Personnel Agency

- Management training, personnel system development, Utah State and Local Governments and School Districts
- Six month assignment as acting director for IPA Grant program U.S. Office of Personnel Management in Denver

February, 1980. Arbitrator, State of Montana v. Montana Public Employees Assn. and Montana Federation of Teachers – One time assignment

January 1975 to January 1977. Personnel Analyst, Salt Lake City Government

## ADDITIONAL EXPERIENCE

Math-in-CTE integration model facilitator  
Accreditation reviews of elementary, secondary, and postsecondary schools  
Program Evaluation  
Personnel System development for new city (West Valley City, Utah)  
Citizens Committee for investigating and restructuring city government (West Jordan City, Utah)

## PUBLICATIONS

Doctoral Dissertation – Teacher Evaluation in Utah School Districts, 1994  
How to Develop a Personnel System, IPA, 1981  
Master Thesis – The Current Status of Public Sector Labor Relations, 1975

## Dr. Greg P. Richens

---

### **EDUCATION**

**UNIVERSITY OF NEVADA, LAS VEGAS** .....**Doctor of Education (1999)**  
Las Vegas, Nevada  
**UTAH STATE UNIVERSITY** .....**Master of Social Science (1990)**  
Logan, Utah  
**WEBER STATE UNIVERSITY** ..... **Bachelor of Science (1985)**  
Ogden, Utah

### **ADMINISTRATIVE AND MANAGEMENT EXPERIENCE**

CTE Skill Certification Specialist, Utah State Office of Education .....April 2010 - present  
Director of Workforce Education and External Partnerships, Weber State University ..... March 2006 - 2010  
Business and Marketing Education Consultant, Nevada Department of Education .....February 2000 – March 2006  
Graduate Research Assistant & Part-time Faculty Member, University of Nevada Las Vegas .....June 1998 - Jan2000  
Executive Director, Uintah Basin Association of Governments ..... May 1994 - Sept. 1997

### **TEACHING EXPERIENCE**

Adjunct Professor, Weber State University .....2006 to present  
Adjunct Professor, Nevada State College .....2002 to 2006  
Adjunct Professor, Nova Southeastern University .....2001 to 2005  
Adjunct Faculty, University of Nevada, Las Vegas .....1998 to present

### **PROFESSIONAL AND ACADEMIC RELATED PUBLICATIONS**

Richens, G. P. (July, 2000). *A survey of southern Nevada employers regarding the importance of the SCANS workplace basic skills*. (Doctoral Dissertation, DAI-A 61/01).

Richens, G. P. & McClain, C. R. (Summer, 2000). Workplace basic skills for the new millennium. *MPAEA Journal of Adult Education*, 28(1), 15-20.

Richens, Greg P. (August, 2000) Perceptions of southern Nevada employers regarding the Importance of SCANS workplace basic skills. *Resources in Education*, 35(8), 125.

Richens, Greg P. (1999) *Perceptions of southern Nevada employers regarding the Importance of SCANS workplace basic skills* (ERIC Database # ED 438460).



**THALEA J. LONGHURST**  
4335 Argyll Circle South Jordan, UT 84095  
(801) 280-8894 [thalea.longhurst@schools.utah.gov](mailto:thalea.longhurst@schools.utah.gov)

---

## EDUCATION

Utah State University, Logan, Utah May 2004  
Administrative/Supervisory Endorsement, College of Education

University of Utah, Salt Lake City, Utah June 1992  
Masters of Science – Sports Management (additional emphasis in Health  
Care Management and Education)

University of Utah, Salt Lake City, Utah June 1989  
Bachelor of Science– Exercise Science & Sports Medicine

## WORK EXPERIENCE

August 2005 - Present Utah State Office of Education, Salt Lake City, Utah  
Health Science Education Specialist

August 2000 - August 2005 Salt Lake City School District, Salt Lake City, Utah  
Academies Coordinator, Health Sciences Teacher

March 1999 - June 2001 University of Utah, Salt Lake City, Utah  
Instructor, Health Care Management Program  
Health Care Information Systems

August 1995 - August 2000 University of Utah Hospitals & Clinics, Salt Lake City, Utah  
Clinic Manager, Pain Management Center

February 1993 - August 1995 University of Utah Hospitals & Clinics, Salt Lake City, Utah  
Certified Athletic Trainer, Sports Medicine Center

August 1991 - June 1999 Salt Lake City School District, Salt Lake City, Utah  
Instructor, Exercise Science/Sports Medicine

## VOLUNTARY POSITIONS

- Chair, National Consortium for Health Science Education, 2010-2012

## AWARDS

- Who's Who Among America's Teachers, 5<sup>th</sup> Edition
- Who's Who Among America's Teachers, 8<sup>th</sup> Edition
- Who's Who Among America's Teachers, 9<sup>th</sup> Edition
- Utah Outstanding Teacher of the Year, Health Science – 2005 (UACTE)
- Utah Outstanding Program of the Year, Health Science – 2006 (UACTE)
- Utah Carl Perkins Humanitarian Award, Health Science – 2009 (UACTE)
- Utah Carl Perkins Humanitarian Award, Health Science – 2010 (UACTE)

# Project Narrative

## ADDITIONAL INFORMATION

Attachment 1:

Title: **Letters of Commitment** Pages: **1** Uploaded File: **POS\_Letters\_of\_Commitment.pdf**



August 25, 2010

Mary Shumway, State Director  
Career and Technical Education  
Utah State Office of Education  
P.O. Box 144200  
Salt Lake City, UT 84114-4200

Director Shumway,

Salt Lake City School District is interested in participating as a stakeholder and Local Education Authority (LEA) in promoting a rigorous Career and Technical Education Program of Study (POS) in the Health Science Career Pathway. We are committed to the implementation plan as prescribed by the State of Utah during the four-year length of said project.

We are committed as the LEA to provide staff support and other resources to implement the plan, and as the LEA we have the capacity and ability to meet the grant criteria. We envision that over 3000 students from our district alone will benefit through this POS over the next four years. Additionally, we are eagerly anticipating the opportunity to work cooperatively with all grant partners to develop a national model for rigorous programs of study.

Our district and more importantly our students will benefit from participation in the programs of study grant project and realize many potential benefits such as: increasing the number of college and career ready students, strengthening academic preparation through the Math in CTE model, maintaining STEM emphasis, along with developing stronger secondary and postsecondary program articulation.

We are eager to begin developing useful and meaningful programs and pathways for our students.

**KENNETH GROVER**  
Director:  
CTE, Secondary School Support

Attentively,

Kenneth Grover

p 801.481.4873  
f 801.481.4951

Salt Lake City School District  
440 East 100 South  
Salt Lake City, UT 84111

[www.slcschools.org](http://www.slcschools.org)

September 2, 2010

Mary Shumway, State Director  
Career and Technical Education  
Utah State Office of Education  
P.O. Box 144200  
Salt Lake City, UT 84114-4200

Salt Lake Community College is pleased to support the efforts of the Utah State Office of Education (USOE) in Promoting Rigorous Career and Technical Education Programs of study in the area of Health Science .


Specific to this project SLCC will:

- Encourage faculty to attend professional development opportunities to encourage secondary to postsecondary articulation;
- Continue providing existing concurrent enrollment opportunities in accordance with regional articulation plans;
- Continue supporting integration of academic and technical instruction into secondary CTE programs through providing feedback on student success in health science post secondary programs;
- Investigate opportunities to strengthen articulation;
- Actively disseminate postsecondary training opportunities in health fields; and
- Work cooperatively with USOE to develop a national model for rigorous programs of study.

SLCC expects through effective implementation of this project that an increase in college and career ready students will be realized. Furthermore, increases in students entering and advancing in health sciences certificate and degree pathways will be developed.

Over the four year grant period, SLCC will support USOE's implementation of the project in accordance with it's strategic plan of enhancing quality higher education and increasing student access and success.

Sincerely,

  
Dianne Browning  
Director, College-wide Initiatives



August 26, 2010

Mary Shumway, State Director  
Career and Technical Education  
Utah State Office of Education  
P.O. Box 144200  
Salt Lake City, UT 84114-4200

Mary,

Weber School District would like to be a participating partner in the upcoming POS of the Health Science Program, in Career and Technical Education. We are committed to implement the selected POS that will be prescribed by the State CTE Department in conjunction with the participating districts. We realize this is at least, a 4 year project and will continue to implement and improve throughout the course of the POS.

As a district, we will provide staff support and other resources needed to implement the plan. Weber District has a yearly participation rate of 3500-4000 students in the Health Science area and we expect to maintain those levels throughout the POS. We will commit to working with all partners at developing a national model for rigorous programs of study.

By participating in this project, Weber School District will be able to better prepare our students for college and careers in the Health Science Area. It will foster much stronger math preparation, as well as STEM ready students and enhance secondary and postsecondary articulation. We are committed to developing a state and national model for promoting rigorous Career and Technical Education Programs of Study.

Sincerely,

Reid Newey

CTE Director

Weber School District





WEBER STATE UNIVERSITY

OFFICE OF THE PRESIDENT

August 26, 2010

Mary Shumway, State Director  
Career and Technical Education  
Utah State Office of Education  
P.O. Box 144200  
Salt Lake City, UT 84114-4200

Dear Ms. Shumway:

Weber State University is pleased to partner with the Utah State Office of Education for the Promoting Rigorous Career and Technical Education Programs of Study program. As the university is currently very active in the development and growth of programs of study with our surrounding school districts, this funding will provide opportunities, over the next four years, for existing and new partnerships. In addition, this program will allow the university to look at new areas for expanding choices for students who are interested in pursuing careers in the health care industry. This program will most certainly strengthen program articulation between secondary and postsecondary education.

As a partner in the program, Weber State University commits to providing the support necessary to implement the proposed plan and has the capacity to meet the grant criteria. In addition, the university will work cooperatively with all grant partners to develop a national model for rigorous programs of study.

Weber State University looks forward to supporting and participating in this effort. The program will provide students with the tools to be more prepared to enter a college setting and be successful in their chosen career paths through enhanced academic preparedness as well as developing a state and national model for Promoting Rigorous Career and Technical Education Programs of Study that meet the grant objectives.

Sincerely,

A handwritten signature in blue ink, reading 'F. Ann Millner'.

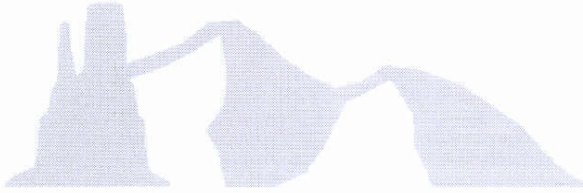
F. Ann Millner  
President

A handwritten signature in blue ink, reading 'Julie Snowball'.

Julie Snowball  
Director, Career and Technical Education

F. ANN MILLNER, PRESIDENT  
WEBER STATE UNIVERSITY  
1001 UNIVERSITY CIRCLE  
OGDEN UT 84408-1001

(801) 626-6001  
(801) 626-8021 FAX  
PRESIDENTSOFFICE@WEBER.EDU



## ***San Juan School District***

Office of CTE Services  
200 North Main  
Blanding, UT 84511  
Office Phone 435-678-1249

***Nelson Yellowman***  
*Board President*

***Douglas E. Wright, Ed.D.***  
*Superintendent of Schools*

***Cari Caylor***  
*Director of CTE Services*

---

Mary Shumway, State Director  
Career and Technical Education  
Utah State Office of Education  
P.O. Box 144200  
Salt Lake City, UT 84114-4200

Dear Director Shumway,

San Juan County School District is interested in participating as a willing stakeholder and a committed Local Education Agency to implement the selected Program of Study (POS) in Health Sciences and Technology set forth by the State of Utah. San Juan County School District agrees to maintain constancy in the implementation of the POS through all four years of the proposed project.

As the LEA, San Juan County School District will provide staff support and other resources to implement the plan and the LEA has the capacity and ability to meet the grant criteria. The LEA will work cooperatively with all grant partners to develop a national model for rigorous programs of study. San Juan County School District aims to serve a minimum of 100 students within the program over the four years, and will strive to have 25 students who complete the program within the four year time period.

San Juan County School District is a unique rural school district that serves approximately 2,400 students spread over a 350 mile geographic area. Opportunities in such remote areas are not as varied or expansive as those in more urban areas. San Juan County School District views this partnership as an opportunity to provide more resources and services to the students in this district. The LEA will benefit from participation in the grant project through strengthening the relationships between college and career ready students, strengthen academic preparation through the Math in CTE model and STEM emphasis, and strengthen secondary and postsecondary program articulation. The LEA is committed to developing a state and national model for promoting rigorous Career and Technical Education Programs of Study that meet grant objectives.

Sincerely,

Douglas Wright  
Superintendent

Cari Caylor  
Director of Career and Technical Education

[www.sanjuanschools.org](http://www.sanjuanschools.org)



**Utah State  
University --  
College of  
Eastern  
Utah**

Russell Goodrich  
Dean, Professional,  
Career & Technical  
Education Division

[Russell.Goodrich@ceu.edu](mailto:Russell.Goodrich@ceu.edu)

Ph: (435) 613-5298

Fax: (435) 613-5801

USU-CEU  
451 East 400 North  
Price, Utah 84501

September 1, 2010

Mary Shumway, State Director  
Career and Technical Education  
Utah State Office of Education  
P.O. Box 144200  
Salt Lake City, UT 84114-4200

**SUPPORT LETTER – HEALTH GRANT**

I am pleased to offer my full support for the grant application being submitted by the Utah State Office of Education (USOE). We are committed to implement the program of study as prescribed by the State of Utah and to maintain constancy in the implementation of the selected POS through year four of the project.

The college offers several outstanding Allied Health programs and is developing additional programs in the Southeast region. We have highly-qualified faculty members and programs that would provide a great resource to help develop the proposed POS. We look forward to working cooperatively with all grant partners to develop a consistent, rigorous program of study.

We see great benefits to the college, the high schools, and to the students in the Southeast region. We serve the single largest geographic region in the state and have a vast rural student population that may need the most additional preparation for college. The additional focus on the CTE math model and other STEM subjects would provide a great resource to help students in our region prepare for further success in articulated pathway programs at the college.

We are committed to help develop a rigorous state and national model for the POS that will meet grant objectives. Please feel free to contact me if you have any additional questions.

**RUSSELL GOODRICH, DIVISION DEAN**  
Professional, Career & Technical Education



# Budget Narrative

## BUDGET NARRATIVE

Attachment 1:

Title: **Budget Narrative** Pages: **1** Uploaded File: **POS\_Budget\_Narrative.pdf**

## Budget Narrative

Funds for this project will be used to support five initiatives

- Professional Development for Academics-in-CTE Teaching and Learning Strategies - \$113,885. As explained in section ix of the narrative, this would support 10 days of professional development to bring CTE and academic teachers together to analyze the Health Science curriculum to determine where academic concepts are taught, then collaborate together to develop lesson plans that enhance these concepts as part of the CTE Curriculum. The funds would be used for facilitators, teacher stipends and substitutes, travel, and supplies.
- Course/POS Alignment - \$24,000. This is further explained in section iii of the narrative. Funds would be used to bring secondary and postsecondary faculty together to receive professional development on programs of study, course and program alignment, concurrent enrollment, and to collaborate on strategies to implement better alignment.
- College and Career Readiness Standards - \$59,000. This initiative is explained in section v. A one-half FTE contractor would be hired to analyze Health Science content standards, compare to national career cluster standards, and facilitate input from business, education, and economic partners to assure the POS addresses college and career ready standards.
- Health Science Course Sequence - \$34,000. As explained in section vi, there is a need to add Health Science courses in some of the partner districts in order to provide a full POS experience for students in those districts. This is especially critical in the rural San Juan district. Funds would be used to supplement local funds to start up additional courses.

Once the courses are available and students enrolled, state funding will be available for ongoing support.

- End-of-Program Assessment - \$12,000. Although Utah currently provides technical skill assessments for most courses, section x in the narrative proposes a capstone assessment. The National Healthcare Foundation Skills Assessment would be used as an additional measure at the end of the program to assess basic knowledge and skills needed by entry level health workers. Funds would be used to administer the assessment to approximately 500 students from the partner LEAs. Additional funds would be needed for years 2-4.
- The remaining budget is for indirect costs and travel to the Evaluation Design meeting - \$7,115.

State Support - The project will be supported by an additional \$84,000 from non-grant sources. This includes \$17,675 from state appropriations for part of the salary, benefits, supplies, and travel of the State Health Science Specialist and the CTE Information specialist. Also included is \$66,654 from Perkins State Leadership funds for part of the salary, benefits, supplies, and travel of the project manager, CTE information specialist, and skill assessment specialist, and for additional instructor time to support new course development.

POS Grant Application Budget Detail								
		Salary	Proff	Stipends	Travel	Stipends	Supplies	
Activity	Total	Benefits	Technical	Substitutes	Lodging	Facilitators	Food	Assmt
<b>Academics-in-CTE Teaching and Learning Strategies</b>	\$113,885		\$15,000	\$59,885	\$27,000	\$5,000	\$7,000	
10 days of workshops Acad & HS								
<b>Course/POS Alignment Project</b>	\$24,000			\$20,000	\$1,000	\$2,000	\$1,000	
3 days of workshops Sec & PS								
<b>College and Career Readiness Standards</b>	\$59,000		\$55,000					\$4,000
Hire Contract Employee .5 FTE								
Accuplacer tests								
<b>Technical Skills Assessment</b>	\$12,000							\$12,000
Administer National end of prog test								
<b>New Course Offerings</b>	\$34,000	\$34,000						
<b>Grant Administration</b>	\$2,000				\$2,000			
Travel to OVAE Eval Design Mtg								
<b>Indirect Costs @ 9.5%</b>	\$5,115		\$5,115					
<b>Totals</b>	\$250,000	\$34,000	\$75,115	\$79,885	\$30,000	\$7,000	\$8,000	\$16,000
	Fiscal Agent							
<b>Local Support</b>								
	Sal	Ben	IC 9.3	Supplies	Travel	total		
Craig 20% Perkins SL	\$10,474	\$4,713	\$1,412	\$500	\$1,500	\$18,599		
Gregg 10% Perkins SL	\$6,600	\$2,970	\$890	\$500	\$500	\$11,460		
Thalea 10% State	\$6,800	\$3,060	\$917	\$500	\$1,500	\$12,777		
Susan Thomas 10% State	\$2,964	\$1,334	\$400	\$200		\$4,898	\$17,675	
Susan Thomas 10% Perkins SL	\$2,964	\$1,334	\$400	\$200		\$4,898		
Perkins SL Project to support New Courses	\$20,000	\$9,000	\$2,697			\$31,697	\$66,654	
Total	\$49,802	\$22,411	\$6,716	\$1,900	\$3,500	\$84,329	\$84,329	
<b>Perkins SL</b>								